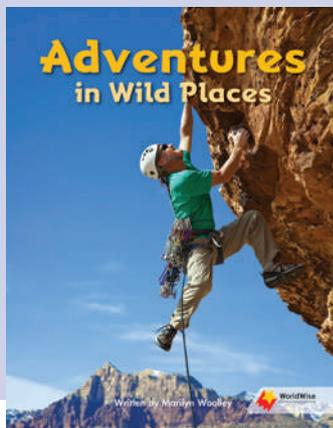


Lesson Plan

Advanced Fluent
reading stage
Level 5



Adventures in Wild Places explores how harsh environments provide challenges for people and how they test the strength and endurance of those who visit.

Informative text types:
Report/Discussion/Interview

Science Curriculum links

Australia

- **GS (ACHASSK088)** The importance of environments, including natural vegetation, to animals and people
- **DT (ACTDEK013)** Suitability of materials, systems, components, tools and equipment for particular purposes
- **UIS (ACSHE062)** People such as clothing designers, builders or engineers use science to select appropriate materials for their work

New Zealand

- **NTTK:** Materials are selected based on desired performance criteria

Key concepts

- Some environments are so harsh that it is difficult for people to live there long term
- Some people challenge themselves to adapt to and survive in harsh environments, so they can visit and experience these places

Content vocabulary

adrenalin, air pressure, altitude, avalanche, belaying, blizzard, buoyant, chambers, crevasses, dehydration, dysentery, expedition, fatigue, frostbite, fungus, glacier, granite, hazards, hypothermia, itinerary, monolith, moonscapes, nylon, oxygen, paralysed, Sherpa, stagnant water, submersibles, summit, symptoms, trek, trekking, trenches, World Heritage site

Text features

- Labelled diagrams, map, table (data chart), text boxes, photographic descriptions, sidebars, glossary

Reading strategy

- Using knowledge of text structure

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Adventures in Wild Places*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the places where people go to challenge themselves by participating in challenging activities. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about adventures such as diving, caving and rock climbing?* Have students work with a partner and record their words on sticky notes. Say: *When you are finished, add your notes to our group chart.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *The information in this book is presented in different ways. The author has included different text types. What do I mean by a text type?* Discuss examples of text types and the concept that different text types present information in a distinct way.

Say: *Knowing what text type you are reading can help you to read and fully understand each text.*

Reading with teacher support

Say: *Read chapters 1–4 to yourselves. As you read, think about what type of text you are reading and how you know what type of text it is.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What challenges do people face in these harsh environments? How is the information presented?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to ask students to either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 5 and 6 independently. Say: *As you read, use the same process we used for chapters 1–4. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss what features the text types have and what information they contained.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about adventures in wild places? Share your ideas with a partner.* Have the students read chapter 5 to themselves. Review what the students have read. Ask: *What new information do you have about the hazards these adventurers face?* Invite the students to talk about their understandings. Have the students read chapter 6 to themselves. Say: *Now add your thinking about what you learned and how the author presented the information to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *What did you learn about the different text structures the author used?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

Why is it important for adventurers to be aware of the hazards they may face? Why are some people drawn to exploring “wild places”? Would you like to do this? Why or why not? (Inferential)

Which type of adventure do you think requires people to take the greatest risks? Why? Do you believe people should be able to go on adventures in places with harsh environments? Why? Should a person’s personal freedom to enjoy adventures be more important than the expense caused by a rescue operation? Why? (Synthesising)

Does reading this book make you want to explore wild places or does it make you want to avoid these types of places? Explain your answer. What do you think is the author’s opinion on visiting “wild places”? Why do you think this? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs, or in a small group.

Speaking and listening

Have students choose an extreme adventure activity from the book (e.g. diving, rock climbing, mountain climbing). Have them give a two-minute talk outlining the pros and cons of this type of adventure.

Vocabulary

Have students list ten words related to the topic onto cards. Students then pool their cards and use these to play a game of charades, where students take turns acting out a word while the other students try to guess it.

Visual literacy

Have students create a poster advertising an adventure trip to a “wild place” such as diving under ice, trekking through the desert, or climbing Mount Everest.

Writing

Have the students write about their opinion, using the prompt: *People should not go on adventures in wild places.* Provide the students with a template detailing how to plan and write an argument. Remind them to state their opinion and then back it up with clear, relevant arguments that support their view.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- Text boxes to provide additional information
- Photographs and diagrams to support the text
- Captions and labels to explain photographs and diagrams

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Say: *Do you agree or disagree with this statement? Why?* Encourage the students to talk about their ideas with a partner, then write an argument supporting their opinion.

Alternatively, the students could choose to write a discussion where they argue both sides of this statement. Refer them to the discussion on pages 28 and 29 as a model.

Graphic Organiser: Knowing your text types

Name/s: _____

Text type	Text structure and features What does it look like?	Information in the text What did you learn?
Chapter 2 Report (pp 6–11)		
Chapter 3 Discussion (p 15)		
Chapter 5 Interview (pp 22–23)		
Chapter 6 Table (pp 26–27)		
Chapter 7 Newspaper report (p 30)		

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